

# PSYC85: History of Psychology Summer 2018

## Course

PSYC85H3Y – LEC 01: History of Psychology  
Class and Location: Mondays 1-3PM, IC220

## Instructor

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## Teaching Assistants

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## Course description, goals, and objectives

In this course we explore the development of modern psychology by examining and critically analyzing influential figures, events, and ideas from the mid-19<sup>th</sup> century to the present. We pay attention to the major schools of thought that dominated each era of the science of psychology, in addition to how they fit in to the broader sociocultural context.

The major aim of this course is to challenge the notion that i) the science of psychology is purely objective and ii) its history proceeds as progress through time. As we'll see in various moments in our discipline's history, the theories, models, movements, ideas, methods, etc. are heavily influenced by broader (dare I say un-scientific) trends in society, technology, culture, and politics.

In the last century and a half, the discipline called "Psychology" has created a name for itself in attempts to systematically and scientifically uncover knowledge of mind, brain, and behavior. We psychologists ask the most fundamental questions of ourselves as humans. They were relevant for us back then. They are relevant for us now. And they will stay relevant for a long time to come:

What genetic and cultural forces allowed us to evolve into the species we are today?

Are we fundamentally irrational creatures?

What good are emotions?

What is the processes underlying our mind?

What overlap is there between mind and brain?

How do men and women differ psychologically, if at all?

Above all, what is most important for this course is that we try to understand the following: The sorts of questions we ask (and the answers we get) are directly related to the historical and cultural forces that shape a given period of time. A failure to understand this is a failure to understand our field.

## **Mark Breakdown and Class Activities**

### **In-class facilitation: (10% each x 2 = 20%)**

The first half of each lecture will be an overview of that week's topic/theme. I will start by discussing the main ideas and implications drawn from the weekly readings. Your discussion summaries and questions will be our guide in terms of talking points and interesting ideas to be covered.

For the second half of each lecture, you will break out into your assigned groups for the in-class facilitation session. Here, two people in each group (assignments covered in class and posted on Blackboard) will lead and facilitate a small group discussion. The lecture will end with us coming back together as a class and debriefing on the topics discussed in the small groups. The duo facilitators will be graded by their peers in group. The 10% (x2) will be the average of these peer grades that I receive at the end of class.

### **Weekly responses and discussion questions (10%)**

The course will only work if you the student do the assigned readings before and come to class prepared to discuss, challenge, debate, think, ask, etc. The weekly responses and discussion questions are there to encourage you to begin thinking about some of these ideas ahead of time, so that you can come in ready and armed with the information.

The responses will be a 1-page critical summary/analysis of the week's assigned readings, ending with 2-3 questions and/or broad ideas that you will bring up in the break-out of groups during class. There is no strict format or template that I'm looking for. My one rule for these is: Convince me (and the TAs) that you indeed read the papers and took the time to think critically about what you learned. How you do this in your writing is completely up to you.

### **Attendance and participation (10%)**

Again, the structure of the course depends on your coming to class and actively participating. I encourage you to take part and be an active learner in the process. You will self-assess your participation and attendance mark at the end of semester.

### **In-class midterm essay (15%)**

The midterm will take place the first or second week of July (details TBD and will be released ahead of time on Blackboard). The midterm is in essay-style format and is meant to test your written and analytic abilities as they relate to concepts covered in class. You will be given the prompt/question at the start of the midterm, not before. Yes, this is unorthodox and different from what you're used to. The best way to "prepare" is to do all the readings, complete the weekly summaries, and participate in class.

### **History of psychology timeline (15%)**

The goal of the assignment is to identify an historical concept/idea/issue/method/specialty in psychology and to place it among the broader socio-cultural and political context of the time. The digital timeline is a perfect way to visualize the information and to gain a holistic understanding of the entire process as it unfolds. In coming up with the idea for your timeline, think openly about your own interests in psychology.

The timeline should identify the key components of the idea and when they emerged. The timeline should also put the idea into context in terms of broader social, cultural, political, technological factors. Here are two examples of a timeline:

<http://www.spssitimeline.org/timeline/2010s> &  
<https://psymborgs.github.io/projects/replication-in-psychology/>.

You will use the template from Knight Media Lab for your timeline. Please visit their website for all details and instructions on how to create the timeline using Google Spreadsheet:

<http://timeline.knightlab.com/>

The timeline should include a minimum of 10 distinct entries. Each entry will be around 50 words caption summary/description. Each entry should include a reference/citation (a hyperlink to a primary or secondary source). The use of media (video/images) is encouraged and will help bring your timeline to life.

### **Final essay paper (30%)**

The final paper will be a 8-10 page (APA formatted) historiographical style essay in which you consider how a contemporary research topic (in the last 10 years) ties into the historical developments of psychology over the last 150 years. The paper will show excellent organization with a clear thesis statement that systematically lays out how past concepts/ideas in psychology's history led to the contemporary research in question. Rubric and grading outline will be provided later in the term.

## **Academic integrity**

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University of Toronto's *Code of Behaviour on Academic Matters* outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

### **Note:**

You may see advertisements for services offering grammar help, essay editing and proof-reading. Be very careful. If these services take a draft of your work and significantly change the content and/or language, you may be committing an academic offence (unauthorized assistance) under the Code of Behaviour on Academic Matters.

It is much better and safer to take your draft to the Writing Centre as early as you can. They will give you guidance you can trust. Students for whom English is not their first language should go to the English Language Development Centre.

If you decide to use these services in spite of this caution, you must keep a draft of your work and any notes you made before you got help and be prepared to give it to your instructor on request.

Scholastic Dishonesty: Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. In this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask me.

## **Disabilities**

Academic accommodations are available for students with disabilities who are registered with *AccessAbility* Services (<http://www.uts.utoronto.ca/~ability/>). Students who register and utilize the *AccessAbility* services will not be identified on their transcript as receiving accommodations. Information disclosed to the service is confidential and is disclosed only with the student's permission. Students in need of disability accommodations should schedule an appointment with me early in the semester to discuss appropriate accommodations for the course. There is little to nothing that I can do for you *after* an assignment.

## **Missed Term Work due to Medical Illness or Other Emergency:**

All students citing a documented reason for missed term work must bring their documentation to the Psychology Course Coordinator in SW427C **within three (3) business days** of the assignment due date. You must bring the following:

- (1.) A completed Request for Missed Term Work form (<http://uoft.me/PSY-MTW>), and
- (2.) Appropriate documentation to verify your illness or emergency, as described below.

### Appropriate Documentation:

For missed **TERM TESTS** due to ILLNESS:

- Submit an **original** copy of the official UTSC Verification of Illness Form (<http://uoft.me/UTSC-Verification-Of-Illness-Form>) or an **original** copy of the record of visitation to a hospital emergency room. Forms are to be completed in full, clearly indicating the start date, anticipated end date, and severity of illness. The physician's registration number and business stamp are required.

For missed **ASSIGNMENTS** due to ILLNESS:

- Submit **both** (1.) a **hardcopy** of the Self-Declaration of Student Illness Form (<http://uoft.me/PSY-self-declare-form>), **and** (2.) the **web-based** departmental declaration form (<http://uoft.me/PSY-self-declare-web>).

For missed term tests or assignments in OTHER CIRCUMSTANCES:

- In the case of a **death of a family member**, a copy of a death certificate should be provided.
- In the case of a **disability-related concern**, an email from your Disability Consultant at AccessAbility Services should be sent directly to both the Course Coordinator ([psychology-undergraduate@utsc.utoronto.ca](mailto:psychology-undergraduate@utsc.utoronto.ca)) and your instructor, detailing the accommodations required.
- For U of T Varsity **athletic commitments**, an email from your coach or varsity administrator should be sent directly to the Course Coordinator ([psychology-undergraduate@utsc.utoronto.ca](mailto:psychology-undergraduate@utsc.utoronto.ca)), detailing the dates and nature of the commitment. The email should be sent **well in advance** of the missed work.

Documents covering the following situations are **NOT acceptable**: medical prescriptions, personal travel, weddings, or personal/work commitments.

Procedure:

Submit your (1.) [request form](#) and (2.) [medical/self-declaration](#)/other documents in person **WITHIN 3 BUSINESS DAYS** of the missed term test or assignment.

**Submit to:** Course Coordinator, Room SW427C, Monday – Friday, 9 AM – 4 PM

If you are unable to meet this deadline for some reason, you must contact the Course Coordinator via email ([psychology-undergraduate@utsc.utoronto.ca](mailto:psychology-undergraduate@utsc.utoronto.ca)) within the three business day window. Exceptions to the documentation deadline will only be made under exceptional circumstances.

Within approximately one week, you will receive an email response from the Course Instructor / Course Coordinator detailing the accommodations to be made (if any). You are responsible for checking your official U of T email and Blackboard/Quercus course announcements daily, as accommodations may be time-critical.

Completion of this form does NOT guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. **Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.**

Note that this policy applies only to missed assignments and term tests. Missed final exams are handled by the Registrar's Office (<http://www.utsc.utoronto.ca/registrar/missing-examination>).

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## **Class schedule, dates, and assigned readings**

**May 7<sup>th</sup>: No class**

**May 14<sup>th</sup>: Intro, course overview, and group assignments**

**May 21<sup>st</sup>: No class (Victoria long weekend)**

**May 28<sup>th</sup>: (Mis)measuring brains and intelligence**

- Gould, Stephen Jay, The Mismeasure of Man. Rev. ed., 1996
  - o Introduction to the Revised and Expanded Edition (pp. 19-36)
  - o Chapter 3 (pp. 105 – 141)
  - o Chapter 5 (pp. 176-203)

[http://bio-library.co.nf/Gould\(1996\)MismeasureOfMan.pdf](http://bio-library.co.nf/Gould(1996)MismeasureOfMan.pdf)

**June 4<sup>th</sup>: Wundt's founding of scientific psychology**

- Danziger, K. (1983). Origins and basic principles of Wundt's Volkerpsychologie. *British Journal of Social Psychology*, 22, 303-313.
- Leary, D. E. (1979). Wundt and after: Psychology's shifting relations with the natural sciences, social sciences, and philosophy. *Journal of the History of Behavioral Science*, 15, 231-241.

**June 11<sup>h</sup>: Freud and the Psychoanalytic tradition**

- Sulloway, F. J. (1991). Reassessing Freud's case histories: The social construction of Psychoanalysis," *Isis* 82, 245-275.
- Buchanan, R. D. (1997). Ink blots or profile plots: The Rorschach versus the MMPI as the right tool for a science-based profession. *Science, Technology, & Human Values*, 22, 168-206.

**June 18<sup>th</sup>: Skinner, Watson and beyond for Behaviorism**

- Rutherford, A. (2000). Radical behaviorism and psychology's public: B.F. Skinner in the popular press, 1934-1990," *History of Psychology*, 3, 371-395.

- Smith, L. D. (1992). On prediction and control: B. F. Skinner and the technological ideal of science. *American Psychologist*, 47, 216-223.

### **June 25<sup>th</sup>: Softening psychology after WWII (and history repeating)**

- Vicedo, M. (2009). Mothers, machines, and morals: Harry Harlow's work on primate love from lab to legend. *Journal of the History of Behavioral Science*, 45, 199-218.
- Nicholson, I. A. M. (2001). "GIVING UP MALENESS": Abraham Maslow, Masculinity, and the boundaries of psychology, *History of Psychology*, 4, 79-91.
- Froh, J. F. (2004). The history of positive psychology: Truth be told. *NYS Psychologist*, 18-20.

### **July 2<sup>nd</sup>: No class (Canada Day long weekend)**

### **July 9<sup>th</sup>: De-Westernizing psychology**

- Pickren, W. E. (2009). Indigenization and the history of psychology. *National Academy of Psychology India*, 54, 87-95.
- Sinha, D. (2002). Changing perspectives in social psychology in India: A journey towards indigenization. *Asian Journal of Social Psychology*, 1,

### **July 16<sup>th</sup>: Cognitive revolution and the computer metaphor**

- Greenwood, J. D. (1999). Understanding the 'cognitive revolution' in psychology. *Journal of the History of the Behavioral Sciences*, 35, 1-22.
- Crowther-Heyck, H. (1999). George A. Miller, language, and computer metaphor of mind. *History of Psychology*, 2, 37-64.

### **July 23<sup>rd</sup>: Neuroscience ... peering inside the brain and biological reductionism**

- Krakauer, J. W., et al., (2017). Neuroscience needs behavior: Correcting a reductionist bias. *Neuron*, 93, 480-490.
- Kandel, E. R., & Squire, L. R. (2000). Neuroscience: Breaking down scientific barriers to the study of brain and mind. *Science*, 290, 1113-1120.

### **July 30<sup>th</sup>: Politicization of (social) psychology**

- Duarte, J. L., Crawford, J. T., Stern, C., Haidt, J., Jussim, L., & Tetlock, P. E. (2015). Political diversity will improve social psychological science. *Behavioral Brain Sciences*, 38, e1380 doi: 10.1017/S0140525X14000430.
- Sugarman, J. (2015). Neoliberalism and psychological ethics. *Journal of Theoretical and Philosophical Psychology*, 35, 103-116.

### **August 6<sup>th</sup>: Replication crisis in modern psychology ... and what's next?**

- <https://www.theatlantic.com/science/archive/2016/02/psychology-studies-replicate/468537/>
- <https://www.wired.com/story/sciences-reproducibility-crisis-is-being-used-as-political-ammunition/>
- Pashler, H. & Wagenmakers, E. J. (2012). Editors' introduction to the special section on replicability in psychological science: A crisis of confidence? *Perspectives on Psychological Science*, 7, 528-530.
- Pashler, H., & Harris, C. R. (2012). Is the replicability crisis overblown? Three arguments examined. *Perspectives on Psychological Science*, 7, 531-536.